				Me	dical Ca	Medical Card Report	t			1
					4-MOODY HS	DY HS				1
Student ld 115	Momo				Gender	Crade	อดด	Status	Counselar	
131995 Ra	Ramirez, John H	H uto			≥	17	6/29/1984	9	0	i:
immunication Shots	約									
Overall Status:			As Of:		Over	Override: N				
Shot Code	Dose	Pose Esemul Override	Overnice	riad	Diseese	immunization Dates	ion Dates			
DTP	ø	5	Z	Z	₩1	08/29/1984, 08/06/1999	4,10/24/1984,(9	01/17/1985,0:	08/29/1984,10/24/1984,01/17/1985,03/06/1985,09/05/1989, 08/06/1999	
HEPB	-		Z	z		08/05/1999	57)			
MMR	6.2		z	Z		12/18/198	12/18/1985,11/07/1996,10/16/2000	10/16/2000		
OPV	40		Z	z		08/29/198	4,10/24/1984,0	71/17/1985,00	08/29/1984,10/24/1984,01/17/1985,03/06/1985,09/05/1989	

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Locked: T.	Corpus Christi Independent S	School District	
	Admission, Review and Dismiss	sal (ARD) Meeting	
Initial 3-Year F Transfer Review	Review Dismissal and/or Annua	and/or Fallure	Discipline
Student ID:	454-71-3620	Meeting Date:	5/23/02
Student's Name:	JOHN H. RAMIREZ	Instructional Arrang	gement: 03
	UZW84 Sex; M	Resource Roo	im.
Date of Elirth: Home Campus:	To Be Determined High School		Speech: 0
Current Campus:	Moody I-ligh School	Grade: 11	
Parent's Name:	GUEDALUPE ALEJANDRO	- T	
Parent's Address:	380 CASTILLA CT.	Home Phone:	(£12) 854 1488
Parent's Address.	CORPUS CHRISTILTX 78415-	-	(612) 854-1481
_		Work Phone:	(512) 853-8891 Ext. 0000
*An interpreter was	used to assist in conducting the meeting.	If yes, epecify language:	
Parent/Adult studen earlier meeting:	t waives the 5 school days written notice of the ARD n	neeting and agrees to an	
Parent's Signature:		1	4/27/01
(0.011.0 0.0-11.10)	GUADALUPE ALEJANDRO	-	
I 'REVIEW OF ASSES:	SMENT/EVALUATION DATA (check if applicable	(a) T	
X Assessment/Evalua		1	
X ARD Full and Indi		of Report(s):	
	ita/Evaluations. Specify:	,	
Assessment None	Initial Date Current Date N	eeded Complete By	Active
Cini			
X Vocational Assessin	nent Date(s) or Report(s):	7	2
N AOCSHOUSI WAZEZZI	nent Deleta) or Reportis):		
	sses:mante/evaluations, and associated eligibility rep	_	parents.
	•	tach supplement dated;)
Records from other K Information from p			
K Information from a			
	ls from other agencies/professionals.		
mental .	anguinge Proficiency Assessment Committee.		
Additional assessm	nent/(valuation is needed, Refer to the Other Assessmentions and associated timelines.	nents/Evaluations table above	e for specific
a see a surfure galant	The second secon		
A Full and Individual Ex	valuation (FIE) must be completed by:	4/27/2004	
X Yes T	The IEP previously developed was reviewed.		
T Yes T No	Not in Attendance Parent/Guardia	n agrees with all entries in Se	iction f.
			FG V03

Corpus Christi Independent School District Admission, Review and Dismissal (ARD) Meeting JOHN H. RAMIREZ

		ON OF EILIGIBILITY (check if a)		d that the st	udent:
Г	does not meet t	specific TEA and Federal eligibility	criteria to receive special i	ducation ee	rvices.
X.	ments specific conditions:	TEA and Federal eligibility criteria	to receive the following sp	ocial educati	on services for the following
	Condition 1:	Learning Disabled	Condition 4:	None	
	Condition 2:	Other Fealth Impaired	Condition 5:	None	
	Condition 3:	Hone			
	Complete the	following section for transfer	students only:		
\Box	The parent or p	arents verify that the student was i	eceiving special education	services in	
	210		fication from the former di	strict	by telephone reported by
		, or	type of document		and date
	received	*			
	The Instruction	al arrangement and related service	provided in the previous o	Hstrict Were	is follows:
protect	ARD will be he	mporary contingent upon receipt o ild within 30 school days to develop	an IEP based on assessm	ent data ava	Mable at that time.
L	Yes 1	eonsbnettA ni JcM 🔀 oN	Parent/Guardian agr	pen with all	entries in Section II,
III. C	COMPETENCIE	S: Si eliscusued below	to be addressed at	30 day ARD	NEP
	A. PHYSICAL, B	s it affects participation in:			
	Mostractic	onal settings:			
	IX; norm		🔀 normal hearing	[35]	good general health
	an	dor			
		yalcal education			.
	K.	Yes Mo Student is capal see services to		in regular P	.E. with no modifications; if no,
	Other Phy	skuil Compeliancies			
	Not Applic	elda			
	"This field	was added &'1/96. Refer to deliberal	ion for additional competenci	es, If any prid	or to this date.
	B. BEHAVIORA	L, as it affects:			
	Educationa	! placement/programming:			
	(Check th	ne appropriate competencies)			
	Inter	acts appropriately with pears	Other Bel	avior 1:	Disruptive classroom
	Inter	acts appropriately with adults			behavior at times
		sts easily to new situations	Other Bel	navior 2:	Can be argumentative with authority figures
		ects authority	Other Bei	havior 1:	
		perative ipletes tacks	Other be	IMAIOL 9:	
	I : com	thicker recus			

5/73/0

Corpus Christi Independent School District Admission, Review and Dismissal (ARD) Meeting

JOHN H. RAMIREZ

J. *I	scipline:
	teck the appropriate competencies)
ſ	is mentally able to follow regular discipline rules
i	is emotionally able to follow regular discipline rules; or
- i	Student's behavior knowless higher learning or that of others III X complete
	function behavioral assessment, Behavior Intervention PlantBehavioral IEP).
	able to follow classroom management plan
- (Yes X No The student is capable of following the Student Code of Conduct without modification. If NO, complete Special Discipline Procedures form.
	mments:
ь.	revocational/Vocational (when appropriate)
υ.	
	not appropriate for this situdent has good attendence W. Is able to work on time schedule
	the state of the s
	has good social skills Seriable Other 2:
	is mechanically inclined
	has a part-time job.
E. 1	cadernic/Developmental, including LEP student language competencies relevant to developing the IEP prade or age levels alone are not acceptable):
	Area 1: draws conclusions
	Area 2: Identify main idea
	Area 3: uses capitalization
	Area 4: describes setting
	Area 9: Addr., subtracts, multiplies, and divides whole numbers, decimals, and fractions
	Area 6:
	Area 7:
F.	ssistive Technology needs were considered.
	💢 Based on Informal and/or formal information, A.T. devices and services are not recommended at this time.
	A.T. addressed through one or more of the following: modifications, IEP goals and objectives, related services, supplementary aids and services. A.T. devices will be provided for:
	Note: Refer to forme) A.T. ecreenings, FIE, and/or other formal and informal information for detailed A.T. recommendations.)
G.	ndicate content areas in which the student's disability significantly interferes with his/her
	ability to meet regular academic mastery levels.
	▼ Language Arts/EngHah □ Science
	Reading Social Brudies
	Math Ditter:
н	Communication needs were considered. (Added \$/5/99)
	125 No additional communication services are recommended,
	Communication needs are addressed through one or more of the following: modifications, IEP goals and objectives, related services, supplementary side and services. (Complete Communication Needs Supplement for students of AL)
1.	The student's disability affects involvement or progress in the general curriculum or, for preschool,
	appropriate activities in the following ways: (Added 8/5/99)
	John needs modifications and samilent mestery to be successful in general education classes
	•
	[X Individual Educational Plan (IEP) is attached. (Refer to Appendix A)
	Neter to the previous IEP as no changes are being made at this meeting.
	Yes No X Not In Attendance Parent/Guardian agrees with all entitles in Section III.
	5/23/02

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VAC (01-06)

	Individu	ual Edu (Appendit		n Plan	Date of Rep	oort: 01/1	2/2001
		JOHN RAI	MIREZ		ARD Meetin	g Date: 11/1	4/2000
School	on.	OOB: 06/2			Objectives	IP Mast Co	A IXI
Goals	and Objectives are listed for the period beginning: 0	8/13/2001	Ending:	5/23/200 2.	Progress	X X I	⊈ ∤ X
	D2: The learner will demonstrat developmentally appropriate fu Start Date: 08/13/2001 Eind Date:	nctional	urable I indep	pendent	s in the acq living skills.		
OF	jectives:						
	** ILE 102: Cooperate with others: supervisor penrs.90%	/ leacher /	Persor	ate: 08/13/20 hill. Resp: Eval. Crit:	Vocational Adjusts employer avals/ob	nent Coordinator	Distant Fibino
	Progress Reports						
	LIT:103: Follow general rules / regulations guidelines.90%	ı	Person	n init. Resp: Eval. Crit:	Vocational Adjust	ment Coordinator	3/8/C-
	Progress Reports						
-	TLE104: Cope with changes in routine, ass	Ignment.	Start	date: 08/13/2	001 Ending date	[XIP	Mant Disc
	personnel, work conditions.90%			n Init. Resp: Eval. Crit:	Vocational Adjust employer evalue	Iment Coordinator	3/8/02
	Progress Reports						/
-	iLE170: Arrive to work punctually.90%		Perso	date: 08/13/2 on Init. Resp: I Eval. Crit:	Vocational Adjus	tment Coordinato	Must Cioles 3/5/17
	Frogress Reports			4. tv. tv	2230000		

JOHN RAMIREZ

Page 1 of 1

	tion Supplement	
JOHN	* *	6.
	H. RAMIREZ	
years of age and above and o		
s student were considered by the terests, needed services were		ed upon the student's needs, taking into acc
-	ed upon ITP/Transition re	seds, see IEP goals and objectives.
Plant and the second		
	of determination:	
experiences. See ARD/ None needed. Basis for Student is success!	TEP goals and objectives determination: fully integrated,	and ARD/IEP schedule page 4 of 8.
	ned that the atudent requir	es vocational instruction. See ARD/IEP ach
	determination:	
TEL Student is success	fully employed.	#1:
	its to access post-second	ary training programs
1. g Other:		William Co.
LY LIVING SKILLS AND OTH	ER POST-SECONDARY	ADULT LIVING OBJECTIVES:
ned lilw trebuts ent Jud henim	ofit from apacific instructo	n in adult living skills. See IEP goals and of
Student has demoi	nstrated Independent livin	g skills.
DK. Student will need n	o support with post-secor	ndary adult living skills.
RS: Student will need n	o support with post-secon	ndary adult living skills.
C3 Other:		
Other:		
UDENT PREFERENCE AND A stand in ITP draft, d ITP meeting.	NTEREST WAS CONSID	
UDENT PREFERENCE AND I sted in ITP draft. d ITP meeting. stonal Assessment was done.	NTERËST WAS CONSID	BERED:
UDENT PREFERENCE AND A stand in ITP draft, d ITP meeting, stonal Assessment was done. Student into the Control of Contro	NTEREST WAS CONSID	GRED:
UDENT PREPERENCE AND A sted in ITP draft. d ITP meeting. stoner Assessment was done. Student intelligible Control of the Contr	NTEREST WAS CONSIDERATED FOR THE PROPERTY OF T	BERED:
UDENT PREPERENCE AND A sted in ITP draft. d ITP meeting. stone Assessment was done. Student intelligence to the season of the se	NTEREST WAS CONSID	BERED:
UDENT PREPERENCE AND A sted in ITP draft. d ITP meeting. stoner Assessment was done. Student intelligible Control of the Contr	INTEREST WAS CONSIDERATED FOR THE PROPERTY OF	RERED: prent interview ocational splitude
UDENT PREPERENCE AND A stand in 11P draft. d ITP meeting. tional Assessment was done. : : : Student inst t: : : Vocational in:	NTEREST WAS CONSIDERATED BY INTEREST VILLED Phone	erent interview ocational aplitude OTHER PARTICIPATION
UDENT PREPERENCE AND A stand in 11P draft. d ITP meeting. stonal Assessment was done. Student intel: Vocational sessesment Letter	nterest was considerated by the service of the serv	Brochure Letter : Phone con
UDDENT PREFERENCE AND a sted in ITP draft. d ITP meeting. Itlonal Assessment was done. : Student infe : Vocational it: assessment X Letter	orview Phone Phone ATTENDED Yes No	erent interview ocational aptitude OTHER PARTICIPATION Brochurs Liter Phone con Brochure Liter Phone con
IGONOR: UDDENT PREFERENCE AND anted in ITP draft, at ITP maeting, thomal Assessment was done. Student into Vocational in: Superamer X Letter Intrinsision (TRC) Intal Retardsion (Tx. MHMR) Ission (TWC)	INTEREST WAS CONSIDERATED IN THE PROPERTY OF T	OTHER PARTICIPATION Brochure Letter Phone con Brochure Letter Phone con
UDENT PREFERENCE AND A sted in ITP draft. It ITP meeting. Itoma Assessment was done. Student intel: Vocational in: assessment Letter ministon (TRC) Intal Retainablion (Tx. MHMR) lesion (TWC)	NTEREST WAS CONSIDERATED ATTENDED Yes No Yes No Yes No	OTHER PARTICIPATION Brochure Letter Phone con Brochure Letter Phone con Brochure Letter Phone con
	For Instructional objectives bas Related Servicas: None Offer: The committee has dela experiences. See ARD/ None needed. Basis for Student is auccess Student is able to be to other: This committee has determine the other of the student is success Student has demon Student has demon Student has the sk Other: Ty Living Skills AND OTH mined that the student will ben None needed. Basis of Student has the sk St	For Instructional objectives based upon ITP/Transition of Related Services: None Other: None needed. Basis of determination: ICE: The committee has determined that student instruction of the student instruction of the student instruction of the student instruction of the student is successfully integrated. Student is successfully integrated. Student is able to transfer skills beyond the office of the student requires and the student requires and the student requires and the student is successfully amployed. Student is successfully amployed. Student has demonstrated employability skills. Student has demonstrated employability skills.

If a participation agency falls to provide agreed upon transition services contained in the IEP, the public agency responsible for the student's education will initiate a meeting as soon as possible for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revise the student's IEP.

Corpus Christi Independent School District Admission, Review and Dismissal (ARD) Meeting

Date: 5/23/02 JOHN H. RAMIREZ IV. DETERMINATION OF SERVICES TO BE PROVIDED Vocational Adjustment Class A. Justification indicates that the identified placement is in the feast restrictive environment and is beard on the freeds of the student. Afternative placement was discussed. Qtr Total Reg Rel SpEd IA F 1 577 605 0 72 08 2 577 605 0 72 08 3 577 505 0 72 08 4 677 605 0 72 08 FIS 2001-02 Semester: Total Day: 480 8:00 End Time: 16:00 Start Time: SpEd-Special Education; Reg-Regular Education; Rei-Retoted Services; Un-instructional Arrangement 4 577 505 Student's placement this year will be at: Moody High School

Subject (Option)	UnV	*Service	*Grade	Min. Reg. Min.SpE			lodification						
	Sem	Provider	Assigned	Freq/Period		Selec	1 Up to 10						
WC	В	\$4E	GE	0 360	1	77.77.2							
			0.	1 time(s) /wk									
	B	FLE	RE	55 0		101							
				1 lime(s) /dey			The state of						
	F	NE	RE	90 0	04	09	10	13	22				
	1		1	1 time(s) /day	29	30							
		INE	RE	0 0	04	09	10	13	22				
		· · · · · · · · · · · · · · · · · · ·	110	1 time(s) /day	29	30							
	E	(VE	RE	90 0	04	09	10	13	22				
	Y	1.4	- 1	1 time(s) /day	29	30							
S RE RE	90 0	04	09	10	13	22							
	-		1		1				1 time(s) /day	29	30		
S		RE	RE	90 0	04	08	10	13	22				
		1100	116	1 time(s) /day	29	30							
8 RE	RE	90 0											
		8 142	1 time(s) /day	1									
	B	RE	RE	90 0									
	,	1	NE.	1 time(s) /day	L-continue								
	8	RE	RE	0 0	04	09	10	13	22				
		- GE	PUE	1 time(s) /day	29	30							

- ** Modifications: ("denotes assistive technology)

Time'r

- **Moderit-cations: Coenoise as severe securiorogy;

 1. Change pace of instruction
 2. Oral tests
 3. Short answer tests
 41. Assignment ondebooks*
 5. Taped leasts*
 6. Highlighted tests*
 7. Teping tecture*
 13. Republished review
 14. Republished review
 15. Calloulistor*
 15. Calloulistor*
- 8. Note taking assistance* 16. Prefermitul sealing
- Additional modifications are listed in the deliberations.
- Interpreter for the deef
 Frequent breaks
 Defined physical space
 Cocling-all pariod
 Cocling-all pariod
 Coccus reinforcers
 Positive reinforcers
 Behavior management plan 25. Special instruction/adaptive equipment 26. Change in TEKS,

 - 20. Change in 1ets;
 27. Change in project-report requirements.
 28. Change in tool, equipment/
 machinery used in classroom
 29. Check for understanding
 30, Other 1;

 - 31. Other 2:
 - 32. Other 3:

Parents will be notified of progress by: -Regular report card

Nedifications needed to assure success in ringular, remedial, and supportive programs, including eligibility for participation in extracurriular activities, are specified on the individual Educational Plan.

	Corpu	ıs Chris	sti Indep	bend	ent Si	chool District	Ł			4 cont.
	Admissi	on, Rev	lew and	d Dis	missa	I (ARD) Meet	ting			
Date: 5/23/02			JOHN 1	H. RA	MIREZ					
Related Service	Provider	Min	Freq/ Period	Other	Otri Sem		ATION DETV	DUCAT	NO	
None			per pme(s)			This person student's pe		n regula	r educat	
						Monitoring F	requency:		Every 9 v	vks.
					i	Monitoring M	lethod:	R	eport çar	de
						Schedule for In extracurric X 3 weeks	cular activit	les will t		
						Other				
In order to receive passing level as established by the Explanation of Afterna NA	district is 70% unles	s otherwis	ie nated. E	ксеря	one for t	his student, if any,	iar activitie , are docum	s, the ex	pecied r	mastery
Assessment of Stude			ol offered for	r this et	udent's ç	rado RPTE				m Yest Mode on materials
Will Take TAAS					THE Y	/III Take		-0	0	
State Alt. Assess. DX		-	-	4	1 V	VIII Not Take		-0		
Oth All Assess. X		I IX	-	1		IA	for a descr	Aption of e		lodifications cation.

4 cont.

Corpus Christi Independent School District Admission, Review and Dismissal (ARD) Meeting

JOHN H. RAMIREZ

V. DETERMINATION OF PLACEMENT	
Placement alternatives provided, tried, or considered (p, t, c), education, for which the student is eligible and additional sen the vocational training needs for students at or before entry k	vices needed) area identified below. Consideration of
Regular education only	Compensatory education
T Requier education with modifications in	Alternative school
pacing, methods, or materials	T Regular vocational education
Regular education with support services	Regional Day School for the Deaf
Self-contained class (special education)	Homebound
Resource classroom (special education)	Speech therapy
Discipline centar	Hospital class
Related services:	Claseroom (VAC)
Home - based instruction	Home Campus
P On the Job training (VAC)	T Other: Content Mastery
Bilingual education/ESL	Opini. Content mastery
	set eligibility criteria for visual or auditory impairments or dealfolindoes
have been given written info School for the Bilind and VII admissions requirements a	ormation, within the past year, about programs offered by the Texas sually impaired or Taxas School for the Deaf, including eligibility and and the rights of student's related to admission.
Date(s) Informed: School for	NOT A PROMOTED TO
The committee determined that the student's placement Current Year: Moody High School	t will be at: Vocational Adjustment Class
	Name of Current Instructional Arrangement
Pate services are to begin: 2/32/01 Next Year: Moody High School 区 Yes Mo This is the campus whith the cam	Resource Room/Services - <21% Name of Next Year's instructional Arrangement oh the student would attend if not in special education.
services the ARD common Date services are to begin:	nittee has dearned necessary. Anticipated duration of services:
Yes No IN Not in Attendance Pa	rent/Guardian agrees with all entries in Section V.
VI EXTENDED SCHOOL YEAR SERVICES (ESY) Yes 18 No Documentation has been au	bmitted and the student is in need of ESY. If yes, attach the r ESY and documentation of need. me Related Services
Yransportation: Yea	深. No
Yes No X Plot in Attendance Par	en/Guardian agrees with all entries in Section VI.
VII. GRADUATION (High School Student Only): The student is expected to graduate in: 2002 X Yes No Graduation Supplement with T	ransilion Blatement is attached.
Yes No EX Not in Attendance Page	ent/Guardian agrees with all entries in Section VII.
	6.2

Corpus Christl Independent School Distric	è
ARD/IEP Supplement	
Graduation with Transition Statement	

Locked:

Student's Name: JOHN H. RAMIREZ Anticipated Date of Graduation: 5/25/02 ARD Meeting Date: 5/23/02 Note: Graduation is a change of placement and JOHN H. RAMIREZ, upon graduation, will no longer be eligible for services under Part B of the Individuals with Disabilities Act and graduation with a regular high school diploma terminates JOHN H. RAMIREZ's entitlement to the benefits of the Foundation Schools Program. (Refer to the footnotes at the bottom of this supplement for exceptions.) The ARD committee has determined that this student will graduate under the following option: This student has satisfactority completed the minimum academic credit requirements for graduation applicable to students without disabilities, which includes satisfactory performance on an exit level assessment instrument. This student has maintained full-time employment without direct and ongoing educational support of the local school district based on this student's abilities and local employment opportunities. This option requires this student to complete his/her IEP and attain sufficient self-help skills to maintain the employment. This atudent has demonstrated mastery of specific employability and self-help skills which will not require direct ongoing educational support of the local school district. This option requires this student to complete his/her IEP.* This student has gained access to services which are not within the legal responsibility of public education, or employment, or further educational opportunities. This option requires this student to complete his/her IEP. This student no longer meets age eligibility requirements and has completed the requirements specified in the IEP. This student has satisfactority completed the minimum academic credit requirements for graduation applicable to students in general education and has been exempted from the exit-level assessment instrument because modifications and accommodations provided during instruction would render the results of the assessment invalid. Based on the anticipated muthod of graduation, the following instructional and educational experiences are planned to assist the student to prepare for transition from secondary education to post-secondary life. (Transition service needs should focus on the student's course of study); John plans to attend UTI in Houston to study auto or marine mechanics. He will continue working full-time to acquire credits for graduation.

 When considering graduation under this option, the ARD committee, when appropriate, shall seek in writing
and consider written recommendations from appropriate adult service agencies and the views of the parent and, when and consider written recommendations from appropriate adult service agencies and the views of the parent and, when appropriate, the students, the students.

Employability and self-help skile are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.

Students with disabilities who are adjibite to take the exit level seassament instrument but have not performed satisfactority are eligible for in struction in accordance with YEC, \$39.024.

For students who recohes ediffering under this option, the APLO committee shall determine needed educational services upon the request of the student or parert to resume services, as long as the student meets the age eligibility requirements.

1

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Corpus Christi Independent School District Admission, Review and Dismissal (ARD) Meeting JOHN H. RAMIREZ

IV. LEAST RESTRICTIVE EN VIRIONMENT SUPPLEMENT

A. Evidence that removal of students with disabilities from the general educational environment/campus occurs only when the nature and severify of the disability is such that education in regular education classes/campus with the use of supplementary aids and services cannot be schieved satisfactorily based on the following:

John is a full-time VAC student.

upplementary aides and services previously provided to the	student include:
Title VCompensatory aducation	Adaptive equipment
School health Services	Counseling
Ellingual classes	Modifications in regular education
ESL	Speech Modeling
X Tutorials	Other tz
Fre-school	Other 2:
B. In selecting the heat restrictive environment, the follow on the student and the quality of services he or she ne	wing considerations were given to any potential harmful effects eds.
Increased student frustration/stress	increased mobility problems in a large school setting
clearnased student self esteem/worth	Increased safety concerns caused by physical aspects
Increased difficulty with distractions of	Increased eafety concerns caused by student adaptive
regular environment Starge atudent/teacher ratio vs. increased	equipment [ack of emotional control harmful to others
need for attention	leck of social skill causes harm
🔀 excessive time required to master objectives	wide difference in development levels causes legistion
increased difficulty completing tasks	lack of specialized setting required for related service
Increased difficulty controlling behavior	C) Other:
other students distracted by related service	Book amount
 Opportunities for this student to participate in all non- without disabilities to the maximum extent appropriat 	ecademic and extracurricular activities available to students e for the individual student.
Nonscademic	Extracurricular
X. lunch	X: athletics
Ti recess	X clubs
🔀 counseling services, including emergency	X band
X transportation	Sporal groups
X health services	not applicable
X. repressional services	other school sponsored activities
X assembles	othera:
others:	f
(others:	
If any of the above Items are NOT checked, document from the opportunity to participate:	the ARD/IEP committee's decision to exclude this student
	ted with regular education atudents to the maximum extent the student and is unable to benefit from education with to any greater extent.

	Admission, Review and Dismissal (ARD) Meeting
	JOHN H. RAMIREZ
	*Removal from General Education Campus
	Survices and/or theraptes in the student's IEP cannot be provided on a general education campus.
	The behavior management plan contained in the student's IEP cannot be implemented on a general education campus.
	The student's behavior is so dangerous that it cannot be controlled without intense supervision and a closed environmen
	The student had a previously unsuccessful placement on a general education campus. If selected, list instructional and related service goals and objectives and modification/support services that address returning the student to the general education campus.
	Other:
-	
1	M W Martin Aller A Martin A Martin Aller A Martin A Martin Aller A Martin A

Corpus Christi Independent School District

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> Corpus Christi Independent School District Admission, Review and Dismissal (ARD) Meeting

Deliberations

JOHN H. RAMIREZ

Additional Deliberations of the ARD Committee Appendix B

Purpose: Diamissal ARO to review credits for graduation and discuss transition. John has 18.5 credits. He is a full-time VAC student this year. Anticipated graduation is 5/02 as an IEP graduate. John is exempt from the exit-level TAAS. He is interested in attending UTI in Houston for training in auto or marine mechanics. John was given information about services offered by TRC and encouraged to set up an Intaka appointment with them. He was also advised to talk to the school counselor for information about UTI.

Special Ed. Teacher (Res)

Recorder Title

Recorder: Karen Boyd

5/23/02

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Corpus Christi Independent School District Admission, Review and Dismissal (ARD) Meeting

Same?

JOHN H. RAMIREZ IX. ASSURANCES The committee assures that special education placement: is as close as possible to the student's home. for national origin minority group students or linguistically different students is not based on criteria which were developed solely on command of the English language "Basis for assurances: adaptations in testing procedures Ex review of parent/student information review of language assessment use of interpreter is not based on deficiencies identified as directly attributable to a different culture, lifestyle, or lack of *Basis for assurances: X review of parent/student information review of sociological assessment "The ARD committee asserts that this student is being educated with students his/her age who do not have disabilities to the maximum extent appropriate to his/hor overall educational needs (including academic and developmental areas such as language and sociolization). *The committee assures that all instruction and related services specified in the IEP will be provided to the student at no rost. Fees normally charged to students without disabilities or their parents as part of the general education program may be charged (i.e., art or laboratory fees) NOTE IF APPROPRIATE, COMPLETE ARD/EP SUPPLEMENT: OUT-OF-DISTRICT PLACEMENT VERIFICATION OR REFERRAL TO A REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF. X. SIGNATURES OF COMMITTEE MEMBERS Twes III No III NA A transfer of rights notice has been provided to the student and/or parent prior to the age of majority. not in attendance with required entries in Note: Disecrees Indicates that "No" was T agrees entered, or neither box was checked at the end of one or more of the sections. X disagrees Sections I thru VIII of this document. Position Agree Disagree Parent/Adult Student V -Instruction IV Special Education Assessment П Speech Therapist Student TV This IEP has been developed by the members of the ARD committee by mutual agreement. The members of this ARD committee have not reached mutual agreement. The school has offered and the parent has agreed to a recess of not more than 10 school days. During the recess the members shall consider starnatives, gather additional data, and/or obtain additional resource persons to enable them to reach mutual egirement. This recess does not apply if the student presents a danger of physical hars himself or herself or others, or if the student has committed an expellable offense. The committee will reconvens on:

at _____ agreement has not been reached may be attached. Location Oate Oate

Our rights write explained to you when your child was influitly referred for special aducation assessment. Federal regulations require that parents and adult students be provided a final explain tition of all procedural safeguards in your native shappage or other mode of communication each time the district proposes or rithings to change this locaritication, evaluation, or educational placement of your final or this provision of a free appropriate public education (FAPE) to your child. A full explaination of all procedural safeguards is included, with this form. Pleas or contact Rebert Garcia at (361) 994-3500 (if you have any quistions or need names of nither individuals to assist you are understanding this document or your procedural safeguards.

Statements of the reason mutual

The members of this ARD committee have not reached mutual agreement.

Assessment personnel are required when interpretations of assessment data are being considered.

Include documentation conserning the reconvened ARO.

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CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT
COrpus Christi, Texas

Psychological Services

Reevaluation Assessment

#R156

Reason for Referral:

Emotional/behavioral testing was requested by a Reevaluation ARD Committee due to John's disruptive, non-compliant classroom behavior. John is currently receiving Special Education services at Moody High School due to a Learning Disability and ADHD/OHI (Other Health Impairment).

Testing Conditions/Observations:

Testing was attempted on several occasions, but could not be conducted due to John's excessive absenteeism. John attends Moody High School half-day and works off campus in the afternoons. However, he refuses to attend all day, except for one morning class and frequently skips school altogether.

Standardized assessment procedures were not used with this student. Projective assessment was refused by examiner. Therefore, the following procedures were utilized: interview and behavior rating scales were administered.

 Assessment of Physical, Mental, and/or Emotional Conditions

Sources of data include the Request for Educational Assistance (R.E.A.) (demographic information and academic/behavioral concerns) which was completed by the student's teacher on 11/16/01, and the Health Inventory and Family Information form, completed via parent interview, which includes physical, emotional/behavioral, sociological, and adaptive behavior information. Dates of assessment data obtained from other sources will be listed only if different from the "Date of Evaluation" given below.

Name: Ramirez, John
DOB: 6/29/84 CA: 16 Years, 10 Mos.
School: Moody H.S. Grade: 10
Date of Evaluation: 4/20/01
Student ID#: 454313620
Date of Report: 4/27/01

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Fsycho-educational Evaluation

C. Assessment of Emotional/Behavioral Factors

Tests/Measures Used:

R.E.A. 11/16/01

Behavior/Academic checklist from teacher
Reports of Behavior from Staff 11/16/00,4/20/01
Reports of Behavior during Testing
by Counselor/Team 4/20/01
Clinical Interview 4/20/01

Interpretation:

Based on information from the identified sources, emotional/behavioral factors do not at present appear to adversely influence John's learning to a significant degree.

John appears to be a socially maladjusted individual, who chooses to violate school and community rules for personal gain. He is able to understand the consequences of his own behavior and, by his own admission, is also in control of his behavior. He expresses no remorse for his actions and proudly states that he has no intention to change.

Please see attached eligibility report for Emotional Disturbance.

Characteristics of John's behavior, as manifested in in-school and/or out-of-school settings which appear to influence his educational placement and programming include:

John is described by his teachers as aggressive, argumentative with authority, disrespectful to others, and disruptive in class.

Characteristics of John's behavior as manifested in in-school and/or out-of-school settings which appear to influence his ability to follow school disciplinary rules include:

John is able to follow all school disciplinary rules and should be subject to regular discipline procedures.

Student's Name: John Ramirez

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Psycho-educational Evaluation

D. Assessment of Sociological Factors

Measures Used:

R.E.A.

11/16/01

Teacher Reports

4/20/01

Interpretation:

Information from identified sources does indicate that significant culture and/or lifestyle factors may influence John's learning and behavioral patterns.

John belongs to a peer group, possibly gang-like and it's activities, which does not appear to value compliance with school and community rules. John may act inappropriately (i.e., disrespectful, aggressive, etc.) in order to preserve his reputation and esteem in his own eyes and in the eyes of his peer group.

ch

Student's Name: John Ramirez

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CORPUS ARISTI INDEPENDENT SCHOOL A TRICT
Comprehensive Individual Assessment
Statement of Eligibility

Date of Report: 4-20-01 SSN: 454 31 3620 Age: 16:10	
Based on the data in this report, the student: John Ramirum	
Based on the data in this report, the student: John Ramirum School: Mondy High School Grade: 10 Sex: M	
does meet the eligibility criteria for special education services with the disability of:	
Condition 1: Learning Disability Condition 4:	
Condition 1: Learning Disabelity Condition 4: Condition 2: DHI: ADHD Condition 5:	
Condition 3:	
does not meet eligibility criteria for special education services.	
ASSURANCES (Representative of multidisciplinary team initial below.)	
*The multidisciplinary team assures that the testing, evaluation materials, and procedures used for the purposes of evaluation were selected and administered so as not to be racially or culturally discriminatory. *The multidisciplinary team assures that the tests and other evaluation materials have been validated for the specific purpose for which they were used. *The multidisciplinary team assures that the tests and other evaluation materials were administered by trained personnel in conformance with the instructions provided by their producers. I have reviewed this report and it reflects my professional conclusions.	
Multidisciplinary Team Position Agree Disagr	ee
Justine L. Hansen LSSP 17	
Denotes required item. 1f you disagree, submit a written explanation of area(s) of disagreement.	
REVIEWED BY	

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IV.	Verification	of	Eligibility	as.	erety	Emotionally Disturbe	ď
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۵,	Tests Administered	Date: 4/27/01
	Thematic Apperception Test Make a Picture Story Children's Apperception Test Rorschach Minnesota Multiphasic Personality Inventory Parent Interview Clinical Interview	Incomplete Sentences Despert Fables Self-Concept Questionnaire Draw-A-Person House-Tree-Person Kinetic Family Drawing Behavior Evaluation Scale Other: BASC - Teacher Rating Scale, BASC - Self-Report, and Teacher Information and
		Self-Report, and Teacher Information

B. Test Interpretation:

Student Observation(s)

John was extremely resistant to testing. He expressed anger towards this examiner for embarrassing him by coming into his classroom to get him for testing. He stated that he did not need to be tested, and that he believes the tests are designed to make people feel bad about themselves. He also expressed anger about having been previously labeled LD and ADHD/OHI and placed in Special Education. However, he does not want to be exited from Special Education because it's the only way he can be in the half-day work program, but added that he otherwise doesn't need Special Education services. He attributed his failing grades to his lack of effort, attendance, and concern; but defended his ability to do the work.

John refused to participate in projective testing, but allowed an interview and completed a BASC. John's BASC responses indicate that his attitude toward school and teachers are areas of significant maladjustment for him. A BASC completed by John's teacher indicates that hyperactivity and aggression are areas of concern. No other emotional/behavioral concerns were noted by John's teacher.

An interview revealed that John does not value or prioritize school. He expressed a general dislike of teachers and school. He does value his job and his peer group. However, he lost his job due to possession of marijuana and belongs to a delinquent peer group. John appears extremely wary of trusting others and states that he will purposefully lash out at any person he perceives to be disrespectful of him. He has done this in the past and has no remorse for his actions.

John's teachers describe him as an oppositional student with an attitude problem and suspect him of gang membership. They state that he has rejected efforts to help him meet his school goal. One of his teachers has established adequate rapport and John describes her as the only teacher he likes/tolerates. However, he skips and behaves inappropriately in her class despite that he is afforded many privileges and rewards. John does not attend his other classes at all.

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Severely Emotionally Disturbed (Cont.)

	This student has demonstrated the following characteristics of severe emotional disturbance for/and to such a degree that educational performance has been adversely affected.
-	an inability to learn which cannot be explained by intellectual, sensory, or health factors;
	an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
	inappropriate types of behavior or feelings under normal circumstances;
-	a general pervasive mood of unhappiness under normal circumstances; or
	a tendency to develop physical symptoms or fears associated with personal or school problems.
	_This student does not demonstrate characteristics of

C. Type and Severity of Emotional Disturbance

None.

Same?

- D. Behavioral Concerns
 - Degree to which the student's in-school and out-of-school behavior reflects symptoms consistent with the diagnosis;

John appears to be in control of and understands the consequences of his behavior. He expresses no remorse for his previous wrong doings and no intention to change his behavior.

Behavior(s) considered to be a direct result of the emotional disturbance:

None

3. Functional implications for situations involving instruction:

John is likely to be aggressive, argumentative, disruptive, and disrespectful at school. He should be held responsible for these behaviors.

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Recommendations for behavioral management in the educational

Firm, clear boundaries and expectations should be set with John. All redirections should be made in private. Every attempt to demonstrate respect towards John should be made. He will refuse to work with, and may be aggressive towards any person he perceives as lacking respect for him. John does not like working with his peers, especially those he perceives to be inferior to him. Little can be gained from forcing him to work with others as he will resist and may fight verbally or physically with other students. John works best in hands-on activity oriented situations. John may agree to work for special privileges, such as computer time or free time. John enjoys computers.

Licensed Specialist in School Psychology

Reviewed/Supervised by:

Goodmator for nator for Psychological Licensed Psychologist Services

PS-94-Psy-ED Name: John Ramirez DOB: 6/29/84 School: Moody H.S.

COUNTERNO

Locked: I	Corpus Christi Independent School District
Initial 3-Year Transfer X Raview	The state of the s
Student ID;	454-71-3620 Meeting Cate: 9/5/01
Student's Name:	JOHN H. RAMIREZ Instructional Arrangement: 03
Date of Birth:	6/29/84 Sex: M Resource Room
Home Campus:	Moody High School Speech: 0
Current Campus:	Mood/ High School Grade: 12
Parent's Name:	GUACIALUPE ALEJANDRO
Parent's Address:	3801 CASTILLA CT. Home Phone: (612) 854-1481
	CORPUS CHRISTI, TX 78415-
*An Interpreter was	work Phone: (512) 853-8891 Ext. 0000 used to sesist in conducting the meeting. If yes, specify language:
Parent/Adult studen	walves the 5 school days written notice of the ARD meeting and agrees to an
carlier meeting.	
Parent's Bignature:	427/01
	GUADALUPE ALEJANDRO MENT/EVALUATION DATA (check if applicable)
Assessment	Date(s) of Report(s): #Evaluations. Specify: Initial Date Current Date Needed Complete By Active
None	Symplete by Active
X Vocational Assessme	int Date(e) or Report(e): 9/24/97
Current FIE, other as	sessmenturevaluations, and associated eligibility reports have been given to the parants.
142 Intollingfillout Bolli are	utudents individual Transition Plan (attach supplement dated)
Records from other a	chool district.
X Information from sch	
Information/Records	from other agencies/professionals
Information from Lan	puage Proficiency Assessment Committee.
Additional assessments/evaluation	it/evaluation is needed. Refer to the Other Assessments/Evaluations table above for specific ons and essociated timelines.
A Full and Individual Eval	ration (FIE) must be completed by: 4/27/2004
X Yes No	The IEP previously developed was reviewed.
T Yes T No	Not in Attendance Parent/Guardian second with all
	Not in Attendance Parent/Guardian agrees with all entries in Section I.

Corpus Christi Independent School District Admission, Review and Dismissal (ARD) Meeting JOHN H. RAMIREZ

		ON OF ELIGIBI smenVevaluation		applicable): he committee has d	dermined that ti	, ne sludent:	
	dons not meet	specific 'IEA and	Federal eligibili	ly criteria to receive	ipecial educatio	n services,	
X	ments apecific conditions:	YEA and Federal	aligibility criteri	a to receive the folio	ving special edu	ocation services for the	following
	Condition 1:	Learning Criseb	led	Conditi	on 4: None		
	Condition 2:	Other Health in	paired	Conditi	on 5: None		
	Condition 3:	None					
				r students only:			
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Г	- Ideal	product.	Attendance			All entries in Section 11.	
III. C	OMPETENCIE	S: DT discu	esed below				
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		ical Competencies	;				
	Not Applica	elde					
	"This field v	.06/1/3 bobbs assw	Refer to deliberat	ion for additional com	setancies, if any p	prior to this date.	
- 1	B. BEHAVIORAL	, as it affects:					
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9/5/01

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Corpus Christi Independent School District Admission, Review and Dismissal (ARD) Meeting

JOHN H. RAMIREZ

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9/5/01

1 L		. Note to Destroy	**		
A CONTRACTOR OF THE PROPERTY O	CORPUS CHR	JSTI INDEPENDENT SCHOO Corpus Christi, Texas	DL DISTRICT	11-2.	8-00
		Behavior Intervention Plan	9/5/01 - an	BIP LEVE Mual AR	ewed at
PLEASE PRINT			2001	aux m,	effect for
Ramire	AST NAME	John	H 45	4013620 S NUMBER	16-29-84 DOB

Please list below each behavior, reinforcement, consequence, person responsible for administering the name and date to be reviewed. Appropriate interventions might arise from assessment data, discipline history, social history, or parental reports.

(Indicate intervention strategies by code)

Specific Delayrics	Description of Moins for Rewarding Desirable Behavior	Description of Consequences (or Uniterirable Behavior)	Parent Repositile 4
Duprove sch		- verbal warning	- /
attendance	- Set well-defined	Willant	- Managhan
1,000	- isolate student	in class of privileg	
retrain from	in another part	- office refera	w pchool
Carescian	- call Conference	- offer choices	staff
(fighting)	in another part of closs-prefer call Conference w) Parent - earn privileges	- detention	00
	DEDUTAS IN COST	- Suspension	3.0
Comply widirea	fat home	rial AEP	una Champart
from authority	before that terso	hal tile Tra	ruent officer
figures	mints of make-u	b .	,
		m munity services	· ·
	- Complete atter	ence)	-
	Suggest Contact		
for a supplied the second seco		1) 100	

if medication for ADD would be helpful.

Corpus Christl Independent School District Admission, Review and Dismissal (ARD) Meeting

Date: 9/5/01				NHOL	H. RAM	IREZ								
V. DETERMINATIO	ON OF SE	RVICES 1	O BE PRO	OVIDED		Res	ource F	loom/Se	rvices	. <2	20			
A. Justification Indi	cates that I	he Identifie	d placemen	t la in the f	east restr			-	N. Commonweal	-	Reg	(Pal	SpEd	IA
and is based on t											-	-	-	-
2000	-02 Seme	-4	Fee						F	1	499	0	6	41
		F-10	F/S			Total Day:	480	Inst Time	330	3	499	0	0	41
Start Time: 8:00			14:00					1 Mule		2	499	0	В	41
SpEd=Special Education;	Regula:	Education; F	lei-Related S	ervices; IA=In	etructional /	Arengement				4	499	0	6	41
Student's placement th	s year will t	e at: IA	oody High S	chool			Wher 9	etting /	III ese	_		_		
Outline (Coden)	LOW	*Service	*Grade	Min. Reg.	Allo SoE			-	-	-	_	-		-
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Min. Reg. are provided in the regular classroom. Min. SpEd. and/or Min. Related Service are provide autitide the regular classroom. Special locations for providing services are described as part of the subject, in the Related Service Other column, or in the deliberations.

- "Wodffications: ("denotes assistive technology) Charle pace of anstruction
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- - 16. Preferential seating
- 17. Interpreter for the deaf
- 16. Frequent breaks
 18. Delinid physical space
 29. Cooling-off period
 21. Concrete reinforcers
- 22. Positive reinforcers 23. Bahavior management plan
- 24. Oral directives

- 25. Special festruction/sdaptive equipm
 29. Change is trick, report requirem
 28. Change is project, report requireme
 28. Change is soci, equipment/
 machinery usef is in desertoom
 20. Check, for understanding
 30. Other 1: Content mestery
 31. Other 2:
 22. Other 3:
- 32. Other 3.
- Parents will be notified of progress by -Regular report card

25. Special instruction/adaptive equipment

8. Note taking expisionce* Additional modifications are fisted in the deliberations,

Modifications needed to assure success in regular, remedial, and supportive programs, including eligit-tity for participation in extracurriular activities; are specified on the individual Educational Plan.

9/5/01

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Related Service	Provider	Ma	Freq/ Period	Other	Qtr/ Bern	COORDINATION BETWEE	
lanı	İ		lime(s) per			This person is responsible tudent's performance in Reg/Spec. E	e for monitoring the regular education:
						Monitoring Frequency: Monitoring Method:	Every 9 wks. Report cards
A						Other	
ivel as established by this planation of Alternia	he district is 70% u	uniese otherwis	e noted. E	xceptio	one for t	nte in extracurricular activities, his student, if any, are documen	the expected mastery nted on the IEP.
n order to receive passic avel as established by the explanation of Alternation	he district is 70% u	uniese otherwis	e noted. E	xceptio	one for t	nte in extracurricular activities, his student, if any, are documen	the expected mastery nited on the IEP,

Corpus Christi Independent School District Admission, Review and Dismissal (ARD) Meeting

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education,	, for which the student $lpha$	s eligible and addi	itional servic	es needed) are:	in regular and compensate identified below. Considers and discussed. (Modified 2/1)	Diffee of
			no amay and	ringir action at	is oincoseau. (Modified 2) t	wwe)
	Regular education or	nly			Compensatory education	em .
P	Regular education wi		ln:		Alternative school	
	pacing, methods, or			P	Regular vocational edu	tation
	Regular education w				Regional Day School fo	
	Self-contained class.	- +	*	-	Homebound	C DIN CARL
	Resource classroom	(opecial educatio	m)	-	Speech therapy	
20,000 0021	Discipline center			-		
	Related services;				Hospital class	
	Home - based Instru	ction			Classroom (VAC)	
	On the Job training (VAC)			Home Campus	
300-20-2	Bilingual education/	ESL		_ P	Other: Content Man	itery
	Rosults		1	If efforts are no	successful, provide ressor	date.
sed all class	non last year except lings	ish 2 and eloebra 2				3.77
		and the second second		excussive absert	ces, incomplete assignments	and performance
			- 1		4	1
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Yes	I No ISE N/A. I	Parents of studen	ts who meet	elinibility cetteri	a for visual or auditory imp	Manager Adda Barella
		usaa beeli Giaatu A	moon intern	sation, within th	past year, about programs	offered by the Yexas
		school for the Bill	rd and Visus	lly impaired or	exas School for the Danf. I	holoding eligiblity and
	,	admissions requir	ements and	the rights of atu	nelesimba of betaler e'tneb	K.
		Date(s) Informed:			School for E	leaf;
e commit	tee determined that t	the student's pl	acement wi	lil be at:		
rrent Yea	ir; Mo	ody High School			Resource Room	
				- N	ame of Current Instructions	Arrangement
	K Van Cina	This is the c	mous which	No student we	ame of Current Instructions	Arrangement
	K Yes □No	This is the cr	empus which	the student wo	ame of Current Instructions uld attend if not in special o	Arrangement ducation.
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Corpus Christi independent School District Admission, Review and Dismissal (ARD) Meeting JOHN H. RAMIREZ

IV. LEAST RESTRICTIVE ENVIRONMENT SUPPLEMENT

D. X Yes No

A. Evidence that removal of students with disabilities from the general educational environment/campus occurs only when the nature and severity of the disability is such that education in regular education classes/campus with the use of suppliementary sids and services cannot be achieved satisfactority based on the following:

JOHN is receiving all services in the general education classerom.

Supplementary sides and services previously provided to the student include: Title VCompensatory education Adaptive equipment School health Services Counseling Billingual classes **K** Modifications in regular education Speech Modeling (K) Tutorials Other 1: Pre-school Other 2: B. In selecting the least restrictive environment, the following considerations were given to any potential harmful effects on the student and the quality of services he or she needs. Increased student trustration/stress Increased mobility problems in a large school setting decreased atudent self esteem/worth find the transfer of the state Increased safety concerns caused by student adaptive equipment
I lack of emotional control harmful to others increased difficulty with distractions of regular environment Registar environment
Egypta targe student/teacher raito vs. Increased need for estimation need for estimation and for estimation to master objectives lack of social skill causes harm wide difference in development levels causes isolation Increased difficulty completing tasks [] tack of specialized satting required for related service Increased difficulty controlling behavior Other: Other students distracted by related service C. Opportunities for this student to participate in all nonseademic and extracurricular activities available to students without disabilities to the maximum extent appropriate for the individual audient. Nonacademic Extracurricular 区 tunch X athletics Tecasa 🔀 clubs 🔀 counseling services, including emergency **B**i band X transportation K choral groups K health services not applicable 🔀 recreational services K other school sponsored activities X assemblies others: Cothers: If any of the above Items are NOT checked, document the ARD/IEP committee's decision to exclude this student

This student is being educated with regular education students to the maximum extent appropriate to the needs of the student and is unable to benefit from education with regular education students to any greater extent.

9/5/01

Corpus	Christi	Independent	School	District
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6b

Admission, Review and Dismissal (ARD) Meeting

JOHN H. RAMIREZ

Œ.	'Removal from General Education Campus									
	🔝 Services and/or theraples in the student's IEP cannot be provided on a general education campus.									
	The behavior management plan contained in the student's IEP cannot be implemented on a general education campus.									
	The student's behavior is so dangerous that	It cannot be controlled without intonse supervision and a closed environment.								
		lacement on a general education campue. If selected, list instructional and diffication/support services that address returning the eludent to the general								
	Other:									
Ť	Yes No K Not in Attendance	Parent/Guardian agrees with all entries in Section VRI.								

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Corpus Christi Independent School District Admission, Review and Dismissal (ARD) Meeting

Deliberations

JOHN H. RAMIREZ

Additional Deliberations of the ARD Committee Appendix B

Purpose:Annual ARD held to discuss current progress, future goals, and schedule/services for the 2001-02 school year. John has 14.5 cradits at this time. John qualifies for special ed. sarvices as an LD/OHI student. J. Hansen reviewed assessment for emotional disturbance(re-eval.4/27/01). John does not qualify as ED. ARD members were in agreement and no additional testing was requested.

Schedule was developed. John must pass all courses in order to graduate this year. John is currently locking for a job to earn credits through the work program. The work program teacher offered John several volunteer work options, but John stated that he would only work for money. Mr. Adamez stated that John would not graduate if he did not atent a job soon and sam credits in the work program. TAAS was discussed. John will take TAAS in October, 2001. Current BIP was reviewed and continued for the current school yr.

Special Ed. Teacher (Res)

Recorder: Karen Boyd

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Corpus Christi Independent School District Admission, Review and Dismissal (ARD) Meeting

		JOHN H.	LOGINITING		
	URANCES				
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	* for national origin minority gro which were developed solely o	oup students or lings on command of the E	ilatically different at	udents is not bas	HI on criteria
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	use of interpreter	j	review of langua	De 241454mant	on
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	*Basis for assurances:			5	1
/	review of parent/student info	t-off	-		
·a .			review of sociolo	gical assessmen	ł
PI	The ARD committee assures that this maximum extent appropriate to high language and socialization).	s student is being edu or overall educational	cated with students hi needs (including aca	is/her age who do a idemic and develop	ot have disabilities to the promise areas such as
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REGION	APPROPRIATE, COMPLETE ARDA IAL DAY SCHOOL PROGRAM FOR	EP SUPPLEMENT: C THE DEAF.	UT-OF-DISTRICT PL	ACEMENT VERIF	ICATION OR REFERRAL
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Assessment personnel are required when interpretations of assessment data are being considered.

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Your rights were expli	The state of the s	1. 22			
adult students be provi proposes or refuses to education (FAPE)	ded a full explanation of all procedura initiate or change the identification, ev to your child. A full	EXPLA	od for special education assessment. Federal regulars in your native language or other mode of communicational placement of your child or the provision NATION OF PROPERTY SAFEGUARDS by	on of a free appri-	nt parents and no the district opriate public given to
"OMPUTER DATA BY	A. Boyd		See 1 con 10 call 994	-3500.	
	, U	/ UP	DATED DATA		
New School Placement	Previous IA Code	/	New IA Code 08	1/10	7 """

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* Address time changes in speech and related services here.

rate: This form is not to be used for In it ial ARD Annual Review Shortened Day A.E/BI Placement		RISTI INDEPENDE Corpus Christi, ARD/IEP SPECIAL	Texas		TRICT		ourpose of Course Ch EYS (Onl) Failure	ange I	
Reevaluation Removal Expulsion Other District Transfer				Date	-	Notification of Meeting	9/0	100	
Student RAMULOS	John (First)	N	(MI)			84 1D <u>4</u> 2	54-7/	1-36	20)
Handicapping Condition (1)	(2)	OHL Grade //	Scho	not Mg	ody	H.S.	#_0	04	
The ARD committee is meeting meeting have been reviewed.	A .	30	200	0 0)/ sand	l assures tha	the del	iberations	of that
REASON FOR MEETING: 1	ascus	3 Tuden	5	Chlai	ll				
Signature of interpreter if used:									
ASSESSMENT REPORT(S) FO	OR RELATED	SERVICES:				- I amaza			
DEVELOPMENT OF THE IEP	>								
Present competencies a Present competencies a		Callania							
e teseur comberencies	mare emanged as	totiows:				7)			
The ARD committee recommer	H14 P	15 000 - 200 miles	nain und	changed exc		following:			
The ARD committee recommer	nds that the stud	ent's IEP should ren	nain und			following:	NEW SC	HEDULE	
The ARD committee recommer	H14 P	15 000 - 200 miles	nain und	TIME •	sp. ED.		NEW SC		SP. ED.
The ARD committee recommer	nds that the stud	ent's IEP should ren		TIME®	cept for the	following:	NEW SC	HEDULE TIME	SP. ED.
The ARD committee recommendation of the ARD committee recommendati	nds that the stud	ent's IEP should ren		TIME®	sp. ED.	following:	NEW SC	HEDULE TIME	0/ >
The ARD committee recommer	nds that the stud	ent's IEP should ren		TIME®	sp. ED.	following:	NEW SC	HEDULE TIME	0/ >
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Corpus Christi Independent School District

		Col	rpus Ch	risti Independ	ent Scho	ol Dis	strict				4b	
		Admis	sion, R	eview and Dis	missal (ARDI	Meetii	na				
Date: 3/16/00				JOHN H. DAI	MID CT-	,		. 9				
IV. DETERMINAT	ON OF S	ERVICES	TO BE P	KOVIDED THE BANK	對性類類的	Reso	urce R	nnm				
A. Justification ind	icates that	the Identifi	ed placeme	ent is in the loast res	trictive envi	ronment		-	Qtr Reg	Rel	SpEd	IA
and is based on	the needs	of the stud	ent. Alterna	ative placement was	discussed.	100000000000000000000000000000000000000			1 409	1 0	6	-
Year: 200	0-1_Sem	ester:	fall			400	Inst	F	2 409	0		03
Start Time: 8:0	00 End	Time:	18:00		Total Day	480	Time	330	3 409	-	6	03
SpEd=Special Education;	Reg=Regul	ar Education;		Services: IA=Instructions	d Arranosassas			8		0	6	03
Studenit's placement n				Moody High School					4 409	0	6	03
			_	MOORY FIIGHT GOLDDI		Other 5	Setting	All Qtr	s:			
Subject (Option)	Qrl/ Sem	*Service Provider	*Grade Assigned	Min. Reg. Min.SpE	Cle	ss Modi	fications	Select		1		
Content Mastery		1 TOVICION	VadiBulan	Freq/Period		U	lo 10			4		
California Mastery	B	SE	8E	-30 30	-					j		
Non-Instruct Time			-	1 time(s) / wk			-	-		1		
	В	RE	RE	55 0 1 time(s) / day	-					1		
English 2	F	RE		90 0	04		-	-				
	· '	RE	RE	1 time(s) / day	29	30	10	13	20			
IPC .	F	RE	RE	90 0	04	09	10	13	22	4		
				1 time(s) / day	29	30	10	13	22	1		
Algebra 2	F	RE	RE	90 0	04	09	10	13	22	4		
PLFP				1 firme(s) / day	29	30			10000			
OMERCIT	В	RE	RE	90 0	30	22	09			1		
Eng. 3	-			1 time(s) / day		-						
	S	RE	RE	1 time(s) / day	30	29	22	04	13	1		
US History	S	RE	RE	90 0	30	29	- 00			1		
		142	NE.	1 time(s) / day	- 30	29	22	04	13			
healtivKYBWP	S	RE	RE	90 0	30	09	04	22	29	4		
				1 time(s) / day		0.01			500.91.71	1		
lin. Reg. are provided ecations for providing	In the regu	ilar classro	om. Min. S	pEd. and/or Min Reta	ted Service	270 OTO	ilda oute	ide the	ennulna al-	d.		
				the subject, in the F	Related Servi	ce Othe	r colum	n, or in	the deliber	ations.	п. эре	cist
meanionia: (di	DITORNO EDD	ISUAA (ACINI	rotogy)									
Change pace of instruct			-	17. Interpreter for I	he deaf	25.	Special in	struction	/adaptive equ	uipment		
2. Oral tests		hortened assig		16. Frequent broat	13	26,	Change is	n TEKS.				
3. Short answer tests		ssignment not		19. Defined physic	el space	27.	Change k	n project.	report requir	rements.		
4. Modified lesis/lexts	12. S	ludy alds/man	lpulatives	20. Cooling-off per	loď		Change Is					
5. Taped texts*	13. R	epealed revie	W	21. Concrete reinfo	rcers				used in class			
6. Highlighlad texts*	14. R	educe written	lask	22. Positive reinfor	cera	29	Check for			HOUT		
7. Taping lectures*	15. C	alculator*		23. Behavior mana			Other 1:					
8. Note taking assistance	16, P	referential sea	ting	24. Oral directives	-		Other 2:	I I I I I I	needel y			

Additional modifications are listed in the deliberations.

Modifications needed to assure success in regular, remedial, and supportive programs, including eligibility for participation in extracumular activities, are specified on the individual Educational Plan.

32. Other 3: Parents will be notified of progress by: -Regular report card

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Date:3/-	16/00				Dist	nissa	chool District al (ARD) Meeting	4b cont.
Related S	ervice	Provider	ovider Min Freq/ Perlod lime(s)			Qtr/ Sem	COORDINATION BETWEEN F SPECIAL EDUCAT This person is responsible for student's performance in regult Regular Education To	FION monitoring the ar education:
of instruction a activities, the d the district is 7	and to participat expected master '0% unless othe	ides in all content ar to in extracurricular y level as establishe rwise noted. Except umented on the IEP	nd by A	illernative (ssessment		AS)	Monitoring Frequency: Monitoring Method: R Schedule for evaluating progres participation in extracurricular a	9 wks. eport cards
*Criterion re Will Take Will Not Take Alt, Assess, NAVPassed Yes	2007/40 ATT POPE OF		Science	Social Studies	p	ludent's lacemer		Test Modifications

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Meeting Date:

CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT Corpus Christi, Texas Last Assessment:

REEVALUATIO	DN BY ARD
Student: John A	anthez
Three-year Reevaluation	□Special Request
ID: 4547/3620 School: Moody 14.5 Grad	e: 10 Age: 16 D.O.B.: 6-29-84 Sex: 127
Current disabilities: LA / OHI	
A. Review of Existing Data	
The chart below indicates the areas the ARD Committee has incommittee's recommendations for the student's comprehensive	cluded in its review of existing assessment data and the assessment.
N= assessment is needed in this area Sources of Data Language/Communication	C= current data is satisfactory/no need to reassess Dates/Discussion D Recommendation C
Physical (Motor/Health) AMD - took mee	la impart ON NC
Emotional/Behavioral Combine Marghet Tarquel MARINE CONTROLLE CONTROLLE MARINE PLEASE CONTROLLE MARINE	mentative w/ But horis
Intellectual/Adaptive Behavior 1-95 WISC-31-570-107 1-98 TONH TO 110	to No AVE Russe
Present Levels of Educational Performance 1-95-W17-KN 45-8-14-2, W1 3, 2 1-95-W17-3 R-6, M-8	m-6.0 Eng: Stails
Sociological Sand excessive of	, underfeld asign
 Assistive Technology 	ON MC
UND Cale/Compuler	
- Additional Information of Course US/HeA	X 3pt 99
	ssment IS NOT needed.)

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15					
Sun	nmar	y of Da	ta t	o Deter	mine Specific Disability and/or Services
				ata Nee	
	Upon	ı reviev	of	current	assessment data, the ARD Committee agrees that:
		The str	uden I ser	it manif	ests no disabling conditions and is not eligible to receive (*see below) special education and ests the following disabling conditions(s):
	Yes			The stu Comm NO, th	ident needs special education and related services which will be determined when the ARD/IEP ittee develops/reviews the IEP and makes recommendations for programming and placement. If e student is not eligible to receive special education and related services. (Conduct a subsequent of address dismissal from special education.)
The	e follo	owing s	ectio	on is to	be completed if no additional data are required:
		Yes		No	The district has explained to the parent(s) the reasons for its total
		Yes		No	data are needed to determine whether this student continues to be a student with a disability. The district has made the parent(s) aware of their right to request an assessment to determine whether this student continues to be a student with a disability.
M				Needec	
	The to ha	ARD C ve a pa plicable	omn rticu	nittee h ilar cate nature	as determined that additional data are needed to determine whether: A) this student has or continues gory of disability; B) the present levels of performance and educational needs of the student; and C) and scope of special education and related services needed.
	Note				1000 00000 00000 000000 00000 00000 00000
		i ne par starting Request customa	the district	nust co compre r initial packet o	gible for a new disability without formal assessment mplete and sign a Consent for Assessment and must also receive a Notice of Assessment prior to hensive assessment assessment for related services require the school to complete and submit to special education the f information required for consideration of services. Also, parents are required to provide a ption prior to services.
	ASS	URA	NC:	ES	
	YES	NO NO	5	The All purpos The All	RD Committee assures that the testing, evaluation materials, and procedures used for the purposes of the purposes of the specific materials assures that the tests and other evaluation materials have been validated for the specific of which they were used. RD Committee assures that the tests and other evaluation materials were administered by trained and in conformance with the instructions provided by their producers.

* A FOLLOW-UP ARD MUST BE HELD UPON COMPLETION OF ASSESSMENT.

(* Conduct a subsequent ARD to address dismissal from special education.)

tu PS-2000

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ofen of the

/ SIGNATURE OF COMMITTEE MEME	JENS A	WO THEN PARTICIPANT	13	Meta an area
SIGNATURE AND TITLE	SP.	POSITION	AGREE	DISAGREE
parent notin aller	Jane	/Parent(s)/Adult Student		
A Ban		Administration	1/	
page M. Drevisio		Instruction	branch ,	
S. Moren	V	Instruction/Speech		
Cattical. Roba Barre	X	Assessment ¹	L	
OTHER PARTICIPANTS				
445		Representative of LPAC ²		
		Consultant/Chairperson		
	-	Vocational		
	_	Visual/Auditory		
		Counselor		
	ų.			

My signature indicates that I was present at the ARD meeting, participated in the discussion, and understood what was discussed.

	The committee mutually agreed to implement, the program reflected in these proceedings. OR:
-	
	☐ The members of this ARD committee have not reached mutual agreement. The school has offered and the parent has agreed to
	a recess of not-more thanten (10) school days. During the recess the members shall consider alternatives and/or gather additional
	resource persons to enable them to reach amutual agreement. This recess does not apply if the student presents a danger of physical
	harm to himself or herself or to others, or if the student has committed an expellable offense. The committee will reconvene on
	at
	Oate Place and Time

Information explaining why mutual agreement has not been reached must be noted in the ARD minutes. Participants may attach statements of agreement, disagreement, or clarification to the ARD minutes.

Your rights were explained to you when your child was initially referred for special education assessment. Federal regulations require that parents and adult students be provided a full explanation of all procedural safeguards in your native language or other mode of communication each time the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of your child or the provision of a free appropriate public education (FAPE) to your child. AN EXPLANATION OF RIGHTS AND PROCEDURAL SAFEGUARDS OF A PARENT WITH A CHILD WITH DISABILITIES IN SCHOOL has been given to by John A Child With Disabilities in School has been given to live have questions regarding these saleguards, please feel free to call 994-3500.

Assessment personnel are required when assessment issues are included in the ARD committee's deliberations.

²LPAC representative is required at the ARD of any student who is limited English proficient

³Include documentation concerning the reconvened ARD committee meeting.

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Date Notified by Phone: 11-13-12	Corpus Christi, Texas Office of Special Education

	and the second	, e11.	200
Date Mailed/Sent:	11 6%	161	(

Date Notified by Phone;	11:/3-12)	Office of Spec	ial Education	Date Mailed/Sent:
	FOLLOW- WHEN PAR	-UP NOTICE OF A LENT DOES NOT A	RD COMMITTEE TTEND ARD/JEP	ACTION MEETING
Student: Joh	И	- 21		6-129-84
First	Middl	le	Last	Date of Birth
We are sorry that you we	ere unable to attend the Ad	lmission, Review, and determined that the a	l Dismissal/Individus bove-named student:	al Educational Program (ARD/IEP) meeting on
Was eligible for s	pecial education services.	Please read the end	losed ARD/IEP Cor	nmittee report, which:
Outline Review	es the Individual Education ys current data to determin The AFD committee de The AFD committee de for Reevaluation are bein Reevaluation to	e any need for addition termined that addition termined that addition and sent to you on	onal assessment nal assessment was n	
Was not eligibl student was not	e for special education ser eligible and the educations	vices. Please read that all program the studen	he enclosed ARD/IE at will receive,	P Committee report, which indicates why the
communication each tim	te the District proposes or f a free, appropriate publ	refuses to initiate or	chance the identification	ion assessment. Federal regulations require that in their native language or other mode of ation, evaluation, or educational placement of explanation of all procedural safeguards is
Date:		To:		
understand that after the	special education services	have begun, the ARD	committee determin	mmendations. The Explanation of Rights and it to me and I understand its contents. I furthe es change or termination of services.
	grant consent for the prop			
I agree with the	review of current data to d	letermine need for ad	ditional assessment.	
// do not agree participate.	and request that another	ARD/IEP meeting b	e scheduled at a mu	tually agreeable time so that I may attend and
I understand that	t the above-named student	is not eligible for spe	ecial education service	es.
Parent/Guardian/Adult St	udent Signature	Ī	Date	
Comments:				
If you wish to have more	e information or if you ha	ave questions, please	contact the follows	and staff management
Karen Baya	1, Sp. Ed. Ohn	it peison	Pho	ne: 854-306/
Please keep the original c	opy and return the copy of	this form to:	17100	10 M.S.
	Add	ress:	16 77 16	1. Av. 18841/2
ttach the ARD docume not attended the ARD.	ent and the Explanation o	f Procedural Safegue	ards to this letter an	d send to the parent when the parent has
Original: Parent	Copy: Eligibility folder	Copy: Sch	ool Cop	y: Psychological Services
(100			* -	